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diagnostic value, except to ascertain whether the subject has the ability to conform to the instructions of experimentation. This latter is a diagnostic sign of 8 years Binet.

The problem attacked by Petersen and Doll is certainly an interesting one and is also one which might be of extreme practical value. Unfortunately, however, the authors have made certain errors of a technical methodological nature which, we believe, entirely invalidate their results. In the first place, their choice of a threshold value which gives 8 out of 10 correct judgments was most unfortunate. The recognized limen value is one upon which a greater or less judgment will occur with a probability of 0.5. The exclusion of the equality judgments by these experimenters, we believe to be absolutely unwarranted.

The authors, furthermore, speak throughout of "discriminative capacity," and this we believe they are unable to do on the basis of the results obtained. It will be remembered that they determined only the upper threshold and their "discriminative capacity" was the difference between this and their standard stimulus. Hence they assume that the point of subjective equality is the same as objective equality. Only on the basis of such an assumption could they obtain a measure of sensitivity of their subjects. It would be very curious indeed if the points of objective and subjective equality came out exactly equal or even approximately so—even though both time orders were employed. The authors fail to mention whether the rate of lifting and the time between liftings was controlled and kept constant, and this alone would change the point of subjective equality to a considerable extent. Furthermore, the authors admit that the instructions varied for different subjects to a considerable extent, and this again would have an effect. We must also disagree most strongly with Petersen and Doll's statement that there is no effect of practice in a lifted weight series. Such an effect is to be found and it again shifts the point of subjective equality. Hence, unless the authors know the position of this point,—and this they have no means of knowing from their present data—their determination of a measure of sensitivity is entirely invalidated.

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- I. *Suggestions for Revising, Extending and Supplementing the Binet Intelligence Tests.* II. *Psychological Principles Underlying the Binet-Simon Scale and Some Practical Considerations for Its Correct Use.* III. *The Significance of Intelligence Tests for Mental Hygiene.* By LEWIS M. TERMAN. Reprinted from the *Journal of Psycho-Asthenics*, Vol. XVIII, Nos. 1, 2, 3, 1913-1914. Pp. 20-33, 93-104, 119-127.

In this group of papers Terman presents a survey of the situation regarding many of the much-mooted questions concerning the Binet-Simon scale and allied attempts to measure intelligence. In I. he advocates the use of an entirely unselected group of children for standardizing any test, also the use of the round year number as the chronological age indicant, the adoption of the median accomplishment of a group as the norm for that age, and the shifting of certain questions in the present scale. He suggests that tests be developed which will arouse nearly the same factors in all subjects, which will be as free as possible from the personal equation of the examiner in their evaluation, and which will be real tests of intelligence and not of training. He suggests, also, the need of a standard pedagogi-

cal test of school achievement. II. discusses briefly the advantages of a test-series such as the Binet-Simon, the unjust criticism of it when it has been used to deduce facts which it was not devised to bring out, and its general reliability when used by a trained examiner. The need of skilful manipulation of the tests and the careful choice of the small amount of apparatus used is also discussed although Terman criticises the large element of chance in certain tests where that factor can be successfully eliminated by the use of experimentally controlled conditions. The usual methods of procedure are recapitulated with perhaps more than the usual emphasis upon the personal equation of the examiner. A less generally recognized result of the use of mental tests is presented in III. The Binet and other tests will in the near future detect and bring under social constraint many of the high grade defectives heretofore undetectable. Normal children will be freed from the handicap of contact with abnormals although it is doubtful whether such contact is as detrimental as the author declares. The child above the average will also profit, but here again the assertion that genius is often effectually starved and the mind prematurely arrested by too-easy school work remains to be proven. Nor is it likely, as the author predicts, that school promotions will be made on the basis of mental tests. A certain amount of knowledge is absolutely necessary as the basis for work in any grade and this must be determined by the pedagogical test of equipment and not by the psychological test of ability to acquire that equipment. Nevertheless our knowledge of the child in many phases will be furthered and made more valuable by what we may learn of him through mental examination.

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*The Effects of School Life upon the Nutritive Processes, Health and the Composition of the Blood.* By LEWIS M. TERMAN. Reprinted from the *Popular Science Monthly*, March, 1914. Pp. 257-264.

This article presents briefly and succinctly the results of a number of recent investigations of the injurious effects of school life upon school children. School entrance itself is sufficient of a shock to cause retardation in growth and loss in weight. Nutrition and the chemical and functional properties of the blood are also affected. The various postures necessitated by certain school occupations are also efficient causes of poor breathing and scoliosis. In general, however, more investigations must be made before the importance of the individual factors can be determined accurately.

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*Recent Literature on Juvenile Suicides.* By LEWIS M. TERMAN. Reprinted from the *Journal of Abnormal Psychology*, April-May, 1914. 7 pp.

A review of the prevalence of juvenile suicides in various countries with an inquiry into the probable cause and an estimation as to the condition in the United States. A larger number of such cases seems to be due to school factors than to any one other cause. Terman feels that it is the duty of the schools to work for the alleviation of the condition.

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